**Lesson Plan Format**

**Teacher Candidate: Ashley George Grade Level: 5th Date of lesson: December 11, 2011**

**Content Standards:** State the unit goal and identify one or two primary local, state **or** national curricular standards to which your lesson aligns. What key knowledge and skills will students be able to demonstrate as a result of your instruction?

DoDea:

**Standard:**

**5SS3: Students describe the cooperation and conflict that existed among**

**the American Indians and between the Indian nations and the new**

**settlers.**

Components:

5SS3.a: Evaluate the competition among the English, French, Spanish, Dutch,

and Indian nations for control of North America.

5SS3.b: Evaluate the cooperation that existed between the colonists and Indians

during the 1600s and 1700s.

Examples: agriculture, the fur trade, military alliances, treaties, and cultural

interchanges

**5SS4: Students understand the political, religious, social, and economic institutions that evolved in the colonial era.**

Components:

5SS4.a: Explain the influence of location and physical setting on the founding of the original thirteen colonies and the American Indian nations inhabiting these areas.

Unit Goal:

Students will be able to identify the reasons why the colonists came to the New World. They will be able to determine what set of Native Americans were in the area before the settlers arrived. Students will be able to provide information on one Native American and one colonist from their colony.

Skills:

Use technology to gather information

Knowledge:

Find facts about their specific colonists and Native American.

**Learner Background:** Describe the students’ prior knowledge or skill related to the learning objective(s) and the content of this lesson. How did the students’ previous performance in this content area or skill impact your planning for this lesson?

Students have a basic understanding of colonists from previous grade level studies.

They have also been working with the computers throughout the year and have a basic understanding of what is required of them in the computer lab.

**Student Learning Objective(s):** Identify specific and measurable learning objectives for this lesson.

Students will be able to determine what tribes of Native Americans were in their colonies.

Students will be able to identify the reasons why the settlers came to the New World.

Students will be able to determine one settler and one Native American in their assigned region of the colonies.

**Assessment:** How will you ask students to demonstrate mastery of the student learning objective(s)? Attach a copy of any assessment materials you will use, along with assessment criteria.

They will be informally assessed based on the information found today, the students are to fill out a note card with what settler they’ve chosen as well as a Native American in the region they were assigned. They will need to have at least 2 facts from each person in order for me to see that they are on the right track.

**Materials/Resources:** List the materials you will use in each learning activity including any technological resources.

* Map of the United States in Colonial times

<http://www.eduplace.com/ss/maps/pdf/us1776.pdf>

* Notecards
* Computer lab
* Journal
* KES Intranet <https://sushinet.pac.dodea.edu/>

<http://www.teachervision.fen.com/discovery/american-colonies/785.html>

**Teaching Model/Strategy**

Accurately names model/strategy; Explains **WHY** this model/strategy is chosen for these learners; Explains **how** model/strategy lends itself to learning this content, these skills and/or dispositions.

Students are involved in direct instruction. I will provide a few websites that the school has links to in order for them to conduct their research.

**Learning Activities:**

**Initiation:** Briefly describe how you will initiate the lesson. (Set expectations for learning; articulates to learners: what they will be doing and learning in this lesson, how they will demonstrate learning and why this is important)

When the students get back from recess/lunch there will be a big map of the United States in Colonial times on the white board. <http://www.eduplace.com/ss/maps/pdf/us1776.pdf>

The students will be asked to label the 13 original colonies. This will lead into our KWL on colonists. I will use the smartboard to have the students come write for themselves what they know about the colonists and what they want to know about them. I will then introduce our unit lesson about the colonists and the Native Americans in their region. These regions will consist of the New England colonies, the middle colonies or the southern colonies. In order to pick which colony they will be assigned to, I will have them draw from a box. At the end of the unit, the students will be presenting to the class the information they’ve found on their settler and Native American.

**Lesson Development:** Describe how you will develop the lesson, what you will do to model or guide practice, what learning activities students will be engaged in order to gain the key knowledge and skills identified in the student learning objective(s). Identify the instructional grouping (whole class, small groups, pairs, individuals) you will use in each phase of instruction.

1. As a class, we will go to the computer lab. We will conduct a mini lesson on how to do proper research and how to utilize the school’s websites. Also we will have a quick reminder on how to save items to the student’s hard drives.
2. Based on the colony that the students were assigned they will conduct research on who settled the area and the Native American tribe that was there before them.
3. With the information about who settled the area and the Native Americans, they will go further with the research to discover who one key settler and one Native American was. They are to write information down in their journals that they find useful.
4. They will need to save the website information on their hard drive so we can use this in our next research time.
5. After gathering all our information, back in the classroom we will discuss who the students have chosen to do research on. It is OK if more than one student has the same people.

Mini Lesson: How to do use resources for research

1. The students will pull up the KES intranet. <https://sushinet.pac.dodea.edu/>
2. We will go through the two websites:
3. Show the students how to search for their region of the 13 colonies.
4. Once we find the region on the websites they can then look for information on colonists and Native Americans to find an essential person in the settlements.

Mini Lesson: How to take notes

1. On either chart paper or using the white board I will demonstrate to the students how to take proper notes.
2. I will first demonstrate Cornell notes:
   1. Draw a dark horizontal line about 5 or 6 lines from the bottom.
   2. Draw a dark vertical line about 2 inches from the left side of the paper from the top to the horizontal line.
   3. At the top of the page, write course name, date and topic
   4. The large box to the right is for writing notes.
   5. The left column is used for main ideas, key points, dates and people.
   6. The bottom of the page is used to summarize the main ideas found during the research.
3. I will also demonstrate how to take regular notes:
   1. On your paper write name, date and topic.
   2. From the websites we will pull key information that we will use in our presentations.
   3. But together an outline

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| --- | --- | --- |
| Power 1. Region of 13 colony |  |  |
|  | Power 2. Colonist |  |
|  |  | Power 3. Where migrated from |
|  |  | Power 3. What did in colony |
|  |  | Power 3. Information |
|  |  |  |
|  | Power 2. Native American |  |
|  |  | Power 3. Tribe belong to |
|  |  | Power 3. What significance had in tribe |
|  |  | Power 3. How linked to colonists |
|  |  |  |
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* 1. The students will be able to choose which note taking technique they want to use.

**Closure:** Briefly describe how you will close the lesson and help students understand the purpose of the lesson. (Interact with learners to elicit evidence of student understanding of purpose(s) for learning and mastery of objectives)

To close today’s lesson, each student will have a note card and they will write down who they are doing their research on and a few facts they found out about their settler and Native American.

**Individuals Needing Differentiated Instruction:** Describe 1 to 3 students with identified instructional needs. (These students may be special or general education students and need not be the same students for each lesson. Students may represent a range of ability and/or achievement levels.)

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| --- | --- | --- |
| Student Name | 1. What is the student’s identified instructional need? 2. What evidence do you have that this is an instructional need? | Describe strategy for differentiating instruction **in this lesson** to meet this need. |
| Billy | Autistic  On an IEP | Billy will be able to type out his information on the computer rather than write it down in his journal. |
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